

# Gifted Identification: Why students fall through the cracks and what we can do about it

2016 NCAGT Conference  
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College of Education  
UNC CHARLOTTE

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# Who We Are:

- ▶ <http://distanceed.uncc.edu/programs/academically-or-intellectually-gifted>

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# Today's Goals:

- ▶ Identify which students are missing from your AIG classroom
  - ▶ Know the strengths and limitations of common identification practices
  - ▶ Apply specific strategies for identifying students with high potential who are at risk of falling through the cracks
  - ▶ Suggestions for getting to know students' potential gifts and talents
- 

# Philosophical Foundations

- ▶ Should students enrolled in gifted programming be representative of the overall student population? Why or why not?
  - Equity
  - Defensibility of program
- ▶ What assumptions underlie the goal of equity? Are they warranted?
- ▶ Ford: Is there a “reasonable goal” even if it falls short of perfect equity?



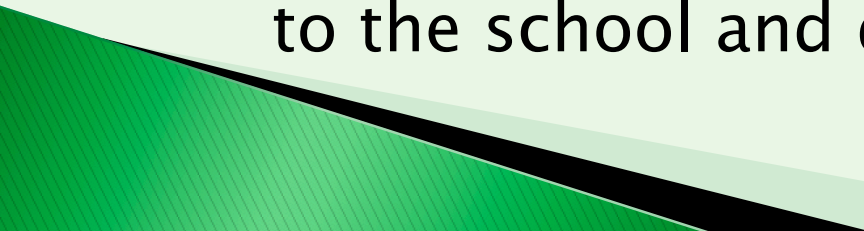
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The emphasis should be on continuous progress, not on instant achievement of diversity goals



# How Do We Know Who We Are Missing?

- ▶ What are the demographics of our school and district?
    - Free/Reduced Lunch
    - English learners
    - Racial or ethnic categories
  - ▶ What populations do we know are present but not evident in current reporting practice?
    - Specific sub-groups within broader categories
    - Other groups whose members may differ in readiness, prior experiences, or other ways?
  - ▶ How do AIG populations in our school compare to the school and district population overall?
- 

# What does Recent Research About Identification Tell Us?

- ▶ Universal testing is the most effective approach, but also potentially the most costly
- ▶ Using any kind of screening step reduces the effectiveness of the process dramatically
  - Screening cut scores should be set far lower than we think, ~70th percentile
  - The lower the correlation between measures, the lower the cut score should be set
- ▶ Matrix-based methods often boil down to an IQ score, so use them with caution

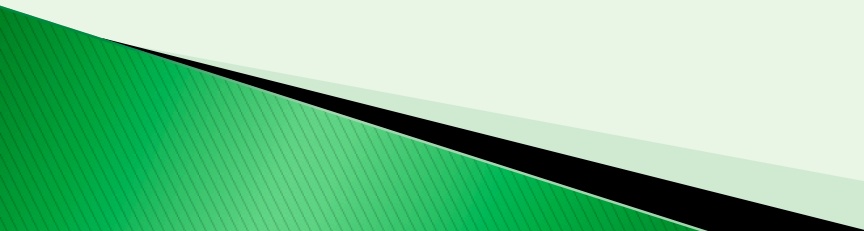
# What About Using Grades?

Grades can indicate high achievement when they evaluate a process or product

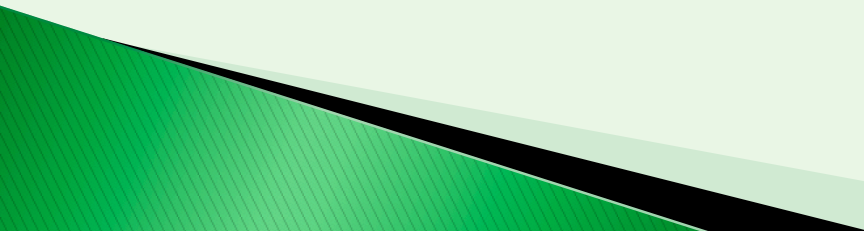
► Advantages include:

- Widespread availability
- Lens into developmental history of students
- Allows observation of different kinds of tasks

► Disadvantages include:

- Grades may include irrelevant characteristics such as doing extra work, cooperativeness, or behavior
  - Grading standards vary among teachers
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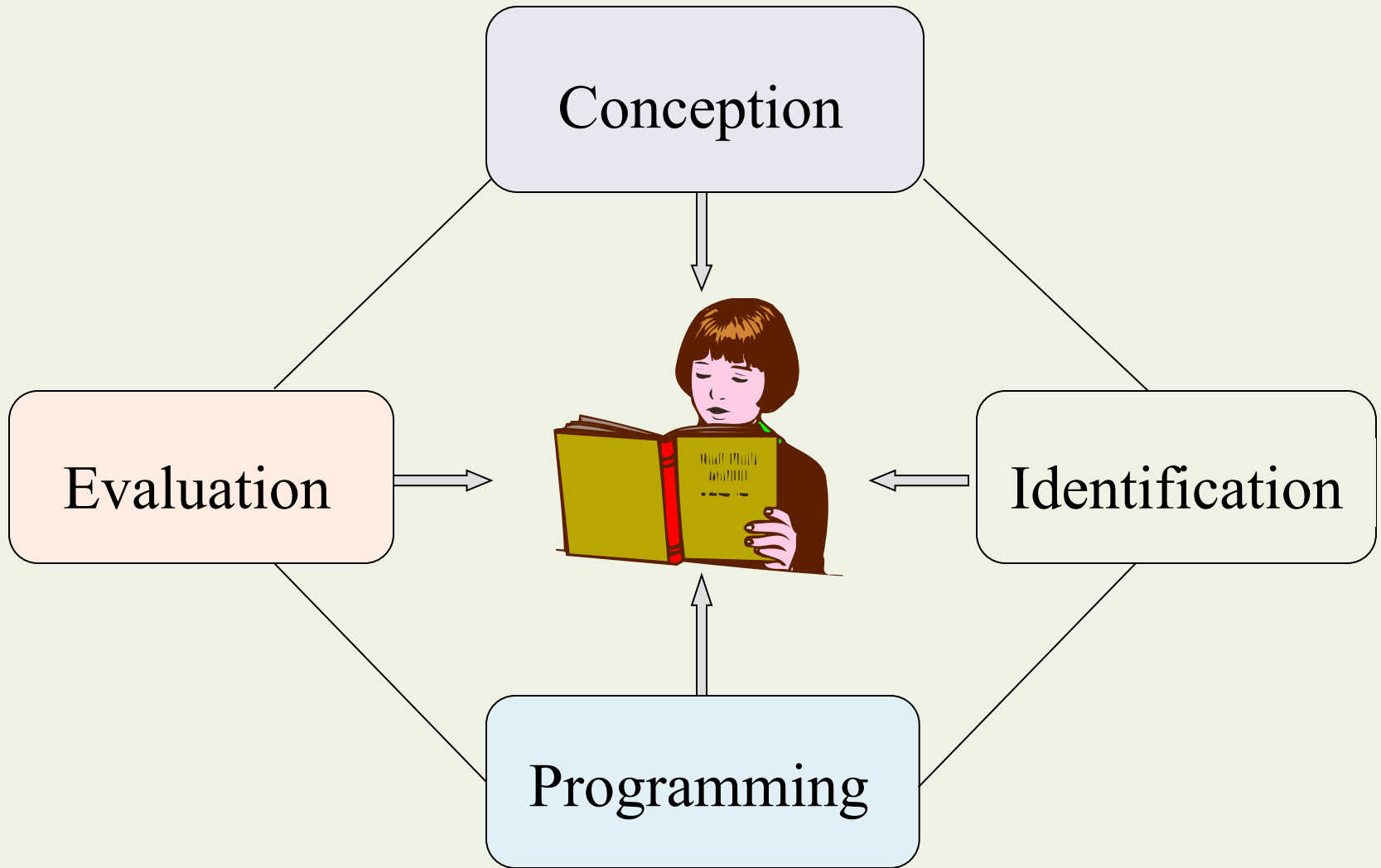
# Using Local Norms

- ▶ Local norms essentially rank–order students at the local level, rather than comparing them to nationally representative populations
  - ▶ They can more easily be set to yield consistent populations over time, making planning (staffing, etc.) more efficient
  - ▶ Local norms show who in a given setting "needs more" or is able to benefit from an accelerated curriculum, *in comparison to other learners in the same setting.*
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# Population-Specific Cut Scores

- ▶ Florida's "Plan B" identification criteria allow a lower cut score (115–120 vs. 130+) for students from ELL or low-SES backgrounds
- ▶ Simply having a Plan B document increased identification of both low-SES and Black students into gifted programming
  - Plan B did not specifically address Black learners!
  - The relative odds of being identified for a gifted program for FRL or Black students were 1.7 to 1.98 times higher in districts with Plan B policies, relative to those districts without Plan B policies





## Gifted and Talented Screening and Identification Procedures

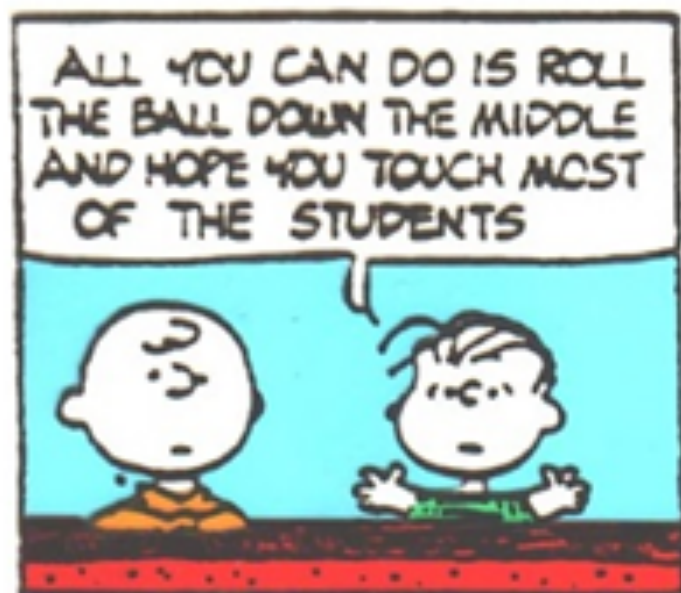
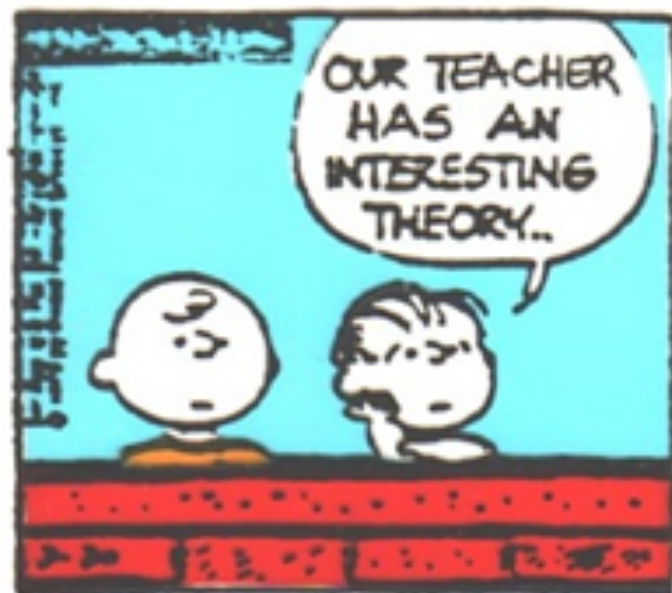
1. District Assessment Data to identify students in currently in grades 4 and 5 that scored goal or advanced in Reading and Math
2. Behavior Rating Scale (SRBCSS): To be completed by teacher
3. Parent Recommendation
4. Student Record Review
5. Student Interview



Criteria	Evidence/Documentation
<i>The student must:</i>	
Demonstrate advanced levels of knowledge	Transcript Test scores Recommendations Application (Interview, if necessary)
Exhibit outstanding communication skills	Transcript Recommendations Application (Interview)
Possess qualities associated with creativity, including curiosity, resourcefulness, and problem-solving	Application Recommendations (Interview)
Be highly motivated to excel in his or her studies	Transcript Recommendations Application (Interview)
Possess the maturity to work well independently and in small group settings	Transcript Recommendations

[illegible]

# Suggestions for Getting to Know Students' Potential Gifts And Talents





# Learning Differences in Children

- ▶ Aptitude and ability
- ▶ Achievement
- ▶ Academic background
- ▶ Cultural
- ▶ Affect (enthusiasm level and personality)
- ▶ **Effort (rule-oriented, procedural, intellectual)**
- ▶ Learning styles
- ▶ Attitude
- ▶ Interest areas
- ▶ Expression styles
- ▶ Self-regulation
- ▶ Independence



(Reis, personal communication, n.d.)



# Mining for Student Potential



# Know Your Students Really Well

- ▶ Toilet Paper Activity
- ▶ Synergy – Squiggle Art
- ▶ Silent birthday line up
- ▶ 4 Corners
- ▶ Pennants



## Inventories to Know Students

### 1. Total Talent Portfolio:

<http://gifted.uconn.edu/schoolwide-enrichment-model/ttp/>

### 2. Student Interest-A-Lyzers:

<http://gifted.uconn.edu/schoolwide-enrichment-model/sem3rd/>

### 3. What MI am I?

<http://multipleintelligencesoasis.org/what-mi-am-i/>

### 4. Learning Style Inventory

<http://www.personal.psu.edu/bxb11/LSI/LSI.htm> This learning style survey has questions that will help determine if you are an auditory, visual, or tactile learner.

### 5. VARK Questionnaire

<http://vark-learn.com/the-vark-questionnaire/>

# Create Opportunities

- Showcase students' current strengths
- Student discovery of new talents

Alternative Assessment/Expression Formats: *What would a professional in that domain use?*

- ▶ Demonstration
- ▶ Performance
  - Skit, poetry reading, music/dance
- ▶ Experiment
- ▶ Service/PSA
- ▶ Debate
- ▶ Presentation
- ▶ Brochure
- ▶ YouTube Video
- ▶ Interview
- ▶ Interactive Online Poster
- ▶ Blog
- ▶ Website
- ▶ \*\*Add complexity: Multi-media
- ▶ \*\*When possible, real-world audience!
- ▶ \*\*Power standards



# Offer Student Choices

## R-A-F-T

R- Role	A-Audience	F-Format	T-Topic
Tree	Politician	Complaint letter	Cause/effect of clear-cutting trees
Fish	Student	Thank you letter	Protecting the waterways
Turtle	Arbor Day	Prezi	Preventing pollution
Student			Clean Air Act

### 2-5-8 Gary Paulsen Menu

Name \_\_\_\_\_ SS \_\_\_\_\_

**Directions:** In this activity, you will need to complete activities worth 2, 5 or 8 points to earn a total of 15 points to earn a 100%. The 15 points will be comprised of one mandatory 5 point writing assignment and your choice of TWO other assignments which TOTAL 10 points.

#### 5 POINTS – Mandatory Writing

- ☐ Write a paragraph answering the following question: After reading the two stories, which animal do you think Paulsen has the greatest respect for? Make you use sentences from the story to support your answer. Also, explain your answer in detail so that the reader understands why you chose that answer and used that evidence as support.

**Choose TWO activities from the list below. The activities must total 10 points. Place a checkmark next to each box to show which activities you will complete.**

#### 2 POINTS – Knowledge & Comprehension

- ☐ Create a story map (plot graph) for "Older Run".
- ☐ Write a one-page journal entry for a typical day in the life Gary Paulsen. Write from Paulsen's point of view. Be sure and include details from the "A Life in the Day."

#### 5 POINTS – Application & Analysis

- ☐ Pretend you are Gary Paulsen. Write five questions that someone interviewing you might ask. Be prepared to answer them about your (Paulsen's) life.
- ☐ Create a collage on a 8½" by 11" piece of paper to present the mood or tone of one of Paulsen's stories.
- ☐ Create a news report which covers the events in one of the Paulsen stories you read.
- ☐ Design a book jacket (see Book Jacket Instructions Handout for details) for one of Gary Paulsen's stories.

#### 8 POINTS – Synthesis & Evaluation

- ☐ Read another short story by Gary Paulsen. Use a Venn diagram to compare and contrast the main characters from that story with one of the stories that was read in class.
- ☐ Write a poem or song with at least 15 lines which represents one of Gary Paulsen's stories.
- ☐ Draw a cartoon with at least 8 cells which tells the continuation or "the next day" of one of Paulsen's stories.

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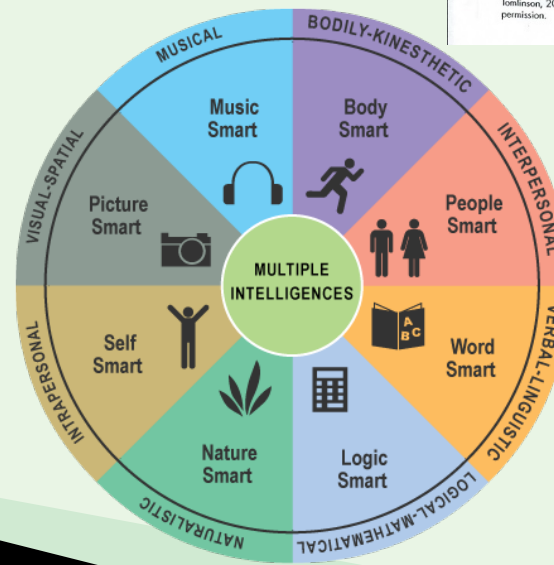
**Directions:** Select and complete one activity from each horizontal row to help you and others think about your novel. Remember to make your work

- thoughtful.
- rich with detail.
- original.
- accurate.

Character	Write a bio-poem about yourself and another about a character in the book, so your readers see how you and the character are alike and different. Be sure to include the most important traits in each poem.	A character in the book is being written about in the paper 20 years after the novel ends. Write the piece. Where has life taken him? Why? Now, do the same for yourself 20 years from now. Make sure both pieces are interesting, feature-type articles.	You're a "profile." Write and illustrate a full and useful profile of an interesting character from the book with emphasis on personality traits and mode of operating. While you're at it, profile yourself too.
Setting	Research a town or place you feel is equivalent to the one in which the novel is set. Use maps, sketches, and population and other demographic data to help you draw comparisons and contrasts.	Make a model or a map of a key place in your life and of an important one in the novel. Find a way to help viewers understand both what the places are like and why they are important in your life and the character's life.	The time and place in which people find themselves and in which events happen shape those people and events in important ways. Find a way to convincingly prove that idea using the book—and your own life.
Theme	Find out about famous people in history or current events whose experiences and lives reflect the essential themes of your novel. Show us what you've learned.	Create a multi-media presentation that fully explores a key theme from the novel. Use at least three media (for example, music, painting, poetry, sculpture, photography, and calligraphy) in your exploration. Draw at least two comparisons or contrasts between themes in your life and in the novel.	Find several songs you think reflect an important message from the book. Prepare an audio collage. Write an accompanying card that helps listeners understand why and how you think the songs express the book's meaning. Do the same with your life and its themes.

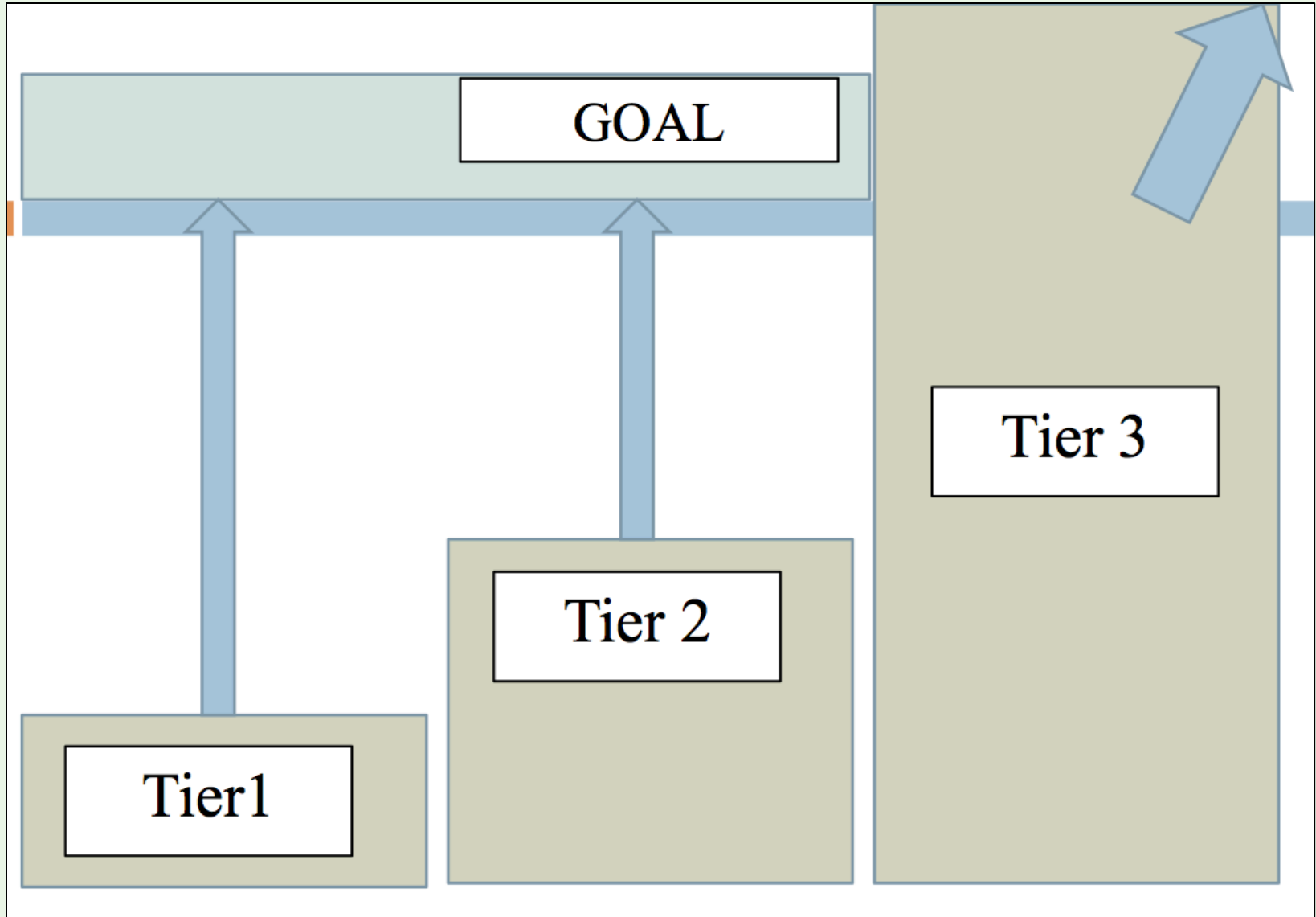
Figure 6.11. Think-Tac-Toe: Novel: More challenging

Note: From *Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching* (p. 132), by C. A. Tomlinson, 2003, Alexandria, VA: Association for Supervision and Curriculum Development. Copyright ©2003 by ASCD. Reprinted with permission.



# Other

# Allow for Continuous Growth






# Partner Discussion & Questions



How would tap into students'  
hidden potential?

What concerns do you still have?

# What We Have Discussed Today:

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# References

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- ▶ McBee, M. T., Shaunessy, E., & Matthews, M. S. (2012). Policy matters: An analysis of district-level efforts to increase the identification of underrepresented learners. *Journal of Advanced Academics*, 23(4), 326-344. doi: 10.1177/1932202x12463511
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# Thank you for attending!

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